

# 2010 Mississippi Curriculum Framework

## Postsecondary Clothing and Textile Services

(Program CIP-19.0905)

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Standards in this document are based on information from the following organizations:

### Standards and Guidelines for Clothing and Textile Services Program

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### Related Academic Standards

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### 21st Century Skills

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## Preface

### Clothing and Textiles Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each course were considered during the revision process. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members and instructors from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program included read written instructions. Occupational-specific skills stated included basic standards for alterations, stitch straight, understand proper and improper fit, and use an industrial machine (the blind stitch, the serger, and the straight stitch). Safety practices emphasized included how to dress without loose clothes and no long jewelry and how to handle basic shop equipment.

### Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, forms 7 and 8* Academic Standards  
OR Mississippi Department of Education Subject Area Testing Program Academic Standards
- *21st Century Skills*
- *National Association of State Administrators of Family and Consumer Sciences*

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the October 1, 2009, curriculum revision meeting included the following:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- The National Standards for Family and Consumer Sciences Education

### Assessment

Students will be assessed using the *Clothing and Textiles* CPAS test.

### Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- How to use the program Blackboard site
- Differentiated instruction – To learn more about differentiated instruction, please go to [http://www.paec.org/teacher2teacher/additional\\_subjects.html](http://www.paec.org/teacher2teacher/additional_subjects.html), and click on Differentiated Instruction. Work through this online course, and review the additional resources.

### Articulation

Articulation credit from Secondary Design Technology for Fashion and Interiors to Postsecondary Equipment Use and Care and Fashion and Accessory design will be awarded beginning with the fall semester of 2007. Courses to be articulated include CTV 1213 – Equipment Use and Care and CTV 1233 – Fashion and accessory Design.

**Statewide articulations are subject to change as secondary and postsecondary curriculum revisions occur.**

**All articulations listed in this document are effective as of July 1, 2008, unless otherwise noted.**

| SEC Program   | PS Program                                     | PS Courses  |
|---|--|---|
| S Design Technology for Fashion and Interiors (CIP 19.0901) | PS Clothing and Textile Services (CIP 19.0905) | CTV 1213 – Equipment Use and Care<br><br>CTV 1233 - Fashion and Accessory Designs |

### Statewide Guidelines on Articulated Credit

#### *Eligibility*

- To be eligible for articulated credit, a student must do the following:
  - Complete the articulated Secondary Vocational Program
  - Score 80% or higher on the Mississippi Career Planning and Assessment System (MS CPAS) in their secondary program of study
- To be awarded articulated credit, a student must do the following:
  - Complete application for articulated credit at the community or junior college
  - Enroll in the community or junior college within 18 months of graduation
  - Successfully complete 12 non-developmental career/technical or academic credit hours in the corresponding articulated postsecondary Career-Technical program of study

#### *How MS CPAS will be documented*

- The Research and Curriculum Unit of Mississippi State University will provide the SBCJC a list of all secondary CTE students scoring at or above the 80 percentile for the articulated programs.
- The SBCJC will forward the list of students eligible for articulated credit to the colleges.

#### *Transcripting of Articulated Credit*

- Students must complete 12 non-developmental career/technical or academic credit hours in the articulated postsecondary Career-Technical program of study before the articulated credit is transcripted.
- No grade will be given on the transcript for articulated courses; only hours granted will be transcripted (thus resulting in no change in quality points).

*Time Limit*

- MS CPAS scores will be accepted to demonstrate competencies for up to 18 months after high school graduation.

*Cost*

- No costs will be assessed on hours earned through articulated credit.

## Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developers of the National Educational Technology Standards (NETS), were strategic partners in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. Each vocational–technical course in this sequence has been written using a common format that includes the following components:

- Course Name – A common name that will be used by all community/junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community/junior colleges in reporting students
- Classification – Courses may be classified as the following:
  - Vocational–technical core – A required vocational–technical course for all students

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
  - Vocational–technical elective – An elective vocational–technical course
  - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
  - Academic core – An academic course that is required as part of the requirements for an associate degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
- Corequisites – A listing of courses that may be taken while enrolled in the course
- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
  - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district
  - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised
  - Activities that implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational–technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational–technical programs
  - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  - 3 semester credit hours                      Math/Science Elective
  - 3 semester credit hours                      Written Communications Elective
  - 3 semester credit hours                      Oral Communications Elective
  - 3 semester credit hours                      Humanities/Fine Arts Elective
  - 3 semester credit hours                      Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program so that students complete some academic and vocational–technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational–technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
  - Students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction and
  - Students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the Baseline Competencies are to do the following:
  - Assist community/junior college personnel in developing articulation agreements with high schools
  - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts
- The Baseline Competencies may be taught as special “Introduction” courses for 3–6 semester hours of institutional credit that will not count toward Associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the “Introduction” courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives
- Revising or extending the suggested objectives for individual competencies
- Integrating baseline competencies from associated high school programs



- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Resequencing courses within the suggested course sequence
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval)
- Utilizing the technical elective options in many of the curricula to customize programs

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## Program Description

This program prepares individuals for entry-level occupations in clothing and textiles services including, but not limited to, construction; fabric, fabric design, and fabric care; pattern design; principles of clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; home furnishings; and textiles testing. This program meets the National Standards for Family and Consumer Sciences - Textiles and Apparel.

### Articulation

Articulation credit from Secondary Design Technology for Fashion and Interiors to Postsecondary Equipment Use and Care and Fashion and Accessory design will be awarded beginning with the fall semester of 2007. Courses to be articulated include CTV 1213 – Equipment Use and Care and CTV 1233 – Fashion and accessory Design.

| Articulated Secondary Course                                 | Articulated Postsecondary Course  |
|--|---|
| Design Technology for Fashion and Interiors<br>(CIP 19.0901) | CTV 1213 – Equipment Use and Care<br>CTV 1233 – Fashion and Accessory Designs |

## Suggested Course Sequence\*

### Clothing and Textiles Services\*\*

Baseline Competencies for \*\*\*

#### FIRST YEAR

|  |                                   |
|--|-----------------------------------|
| 4 sch Garment Construction (CTV 1114)        | 3 sch Alterations (CTV 1123)      |
| 3 sch Equipment Use and Care (CTV 1213)      | 4 sch Tailoring (CTV 1134)        |
| 3 sch Textiles (CTV 1223)                    | 3 sch Fashion Design (CTV 1143)   |
| 3 sch Fabric and Accessory Design (CTV 1233) | 3 sch Home Furnishings (CTV 1413) |
| 3 sch Modeling and Grooming (CTV 1313)       | 2 sch Elective***                 |
| <hr/>  | <hr/>                             |
| 16 sch                                       | 15 sch                            |

\* Students who lack entry-level skills in math, English, science, and so forth will be provided related studies.

\*\* Baseline competencies are taken from the high school Clothing and Textile Services program. Students who can document mastery of these competencies should not receive duplicate instruction. Students who cannot demonstrate mastery will be required to do so.

\*\*\* **ELECTIVES**

Supervised Work Experience in Clothing and Textiles Services [CTV 292(1-6)]  
 Special Problem in Clothing and Textiles Services [CTV 291(1-3)]  
 Work-Based Learning WBL 191(1-3), WBL 192(1-3), WBL 193(1-3), WBL 291(1-3),  
 WBL 292(1-3), and WBL 293(1-3)

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## Clothing and Textiles Services Courses

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**Course Name:** Garment Construction

**Course Abbreviation:** CTV 1114

**Classification:** Vocational–Technical Core

**Description:** An application of principles, techniques, and skills with emphasis on working with problem fabrics (plaids, stripes, velvets, and other pile problem fabrics and design) and on fitting and construction of garments for men, women, and children and for different figure types (4 sch: 2-hr lecture, 4-hr lab)

**Prerequisite:** None

| Competencies and Suggested Objectives                                   |  |
|---|--|
| 1. Interpret garment construction terminology and techniques.           | <ul style="list-style-type: none"> <li>a. Relate the basic sewing terms used to construct a garment.</li> <li>b. Determine principles and techniques for constructing a garment.</li> </ul>  |
| 2. Practice taking body measurements for a male, female, and child.     | <ul style="list-style-type: none"> <li>a. Differentiate among various figure types.</li> <li>b. Identify various figure types.</li> <li>c. Categorize figure types according to the measuring chart.</li> </ul>  |
| 3. Construct a garment using a pattern guide/instruction sheet.         | <ul style="list-style-type: none"> <li>a. Examine pattern difficulty levels.</li> <li>b. Select patterns of various difficulty levels.</li> <li>c. Perform pattern adjustments.</li> <li>d. Construct garments for the various figure types.</li> </ul>    |
| 4. Demonstrate proper techniques for handling specialty fabrics.        | <ul style="list-style-type: none"> <li>a. Select appropriate seams for specialty fabrics.</li> <li>b. Explain treatments for a specialty fabric.</li> <li>c. Utilize the appropriate techniques to construct a garment using specialty fabrics.</li> </ul> |
| 5. Explore employment and career opportunities in the garment industry. | <ul style="list-style-type: none"> <li>a. Research career opportunities in the garment industry.</li> <li>b. Using technology, present career information to class.</li> </ul>   |

## STANDARDS

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### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

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- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.

---

*Related Academic Standards*

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- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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*21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**SUGGESTED REFERENCES**

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Books

- Cole, J. C., & Czachor, S. (2008). *Professional sewing techniques for designers*. New York: Fairchild Publications. ISBN: 1563675161
- Cole, J. C., & Czachor, S. (2009). *Sample workbook to accompany professional sewing techniques for designers*. New York: Fairchild Publications. ISBN: 1563676141
- Westfall, M. (2007). *Successful sewing*. Tinley Park: Goodheart-Wilcox. ISBN: 1590708253

**Course Name:** Alterations

**Course Abbreviation:** CTV 1123

**Classification:** Vocational–Technical Core

**Description:** Recognition of problems in garment fitting in relation to grain line, figure, and fashion and techniques to fitting and solving fitting problems through alterations by hand and on the machine (3 sch: 2-hr lecture, 2-hr lab)

**Prerequisite:** Garment Construction (CTV 1114)

| Competencies and Suggested Objectives  |
|--|
| 1. Determine fitting problems. <ul style="list-style-type: none"><li>a. Identify the characteristics of an improperly fitted garment.</li><li>b. Analyze the characteristics of a well fitted garment.</li><li>c. Recommend needed alteration for correct fit.</li></ul>   |
| 2. Explain alteration techniques. <ul style="list-style-type: none"><li>a. Discuss basic garment repair.</li><li>b. Discuss lengthening and shortening techniques.</li><li>c. Describe procedures to eliminate excess width on a garment.</li><li>d. Discuss procedures to alter the crotch on a pair of pants.</li><li>e. Describe procedures to repair or reinsert a zipper.</li></ul> |
| 3. Demonstrate alteration procedures on various garments. <ul style="list-style-type: none"><li>a. Perform basic garment repair.</li><li>b. Perform lengthening and shortening techniques.</li><li>c. Demonstrate procedures to eliminate excess width on a garment.</li><li>d. Alter the crotch on a pair of pants.</li><li>e. Repair a zipper.</li></ul>                               |
| 4. Explore employment and career opportunities in the field of alterations. <ul style="list-style-type: none"><li>a. Research career opportunities in garment alterations.</li><li>b. Using technology, present career information to class.</li></ul>   |

## STANDARDS

### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.

- 16.7 Demonstrate general operational procedures required for business profitability and career success.

---

*Related Academic Standards*

---

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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*21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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Books

Cole, J. C., & Czachor, S. (2008). *Professional sewing techniques for designers*. New York: Fairchild Publications. ISBN: 1563675161



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Westfall, M. (2007). *Successful sewing*. Tinley Park: Goodheart-Wilcox. ISBN: 1590708253

**Course Name:** Tailoring

**Course Abbreviation:** CTV 1134

**Classification:** Vocational–Technical Core

**Description:** Application of tailoring techniques and skills in the construction of garments using various fabrics (4 sch: 2-hr lecture, 4-hr lab)

**Prerequisite:** Garment Construction (CTV 1114)

| Competencies and Suggested Objectives  |
|--|
| 1. Interpret terminology related to tailoring.<br>a. Compare the characteristics of a non-tailored garment to a tailored garment.<br>b. Identify employment and career opportunities in tailoring.   |
| 2. Select pattern, fabric, notions, and equipment needed for tailoring.<br>a. Develop a work plan.<br>b. Alter the pattern based on body measurements.<br>c. Prepare fabric and notions for tailoring a garment.<br>d. Identify special tailoring equipment. |
| 3. Construct a muslin copy of the garment.<br>a. Practice construction techniques using muslin fabric.<br>b. Adjust the muslin copy to appropriate body measurements.  |
| 4. Construct a tailored garment.<br>a. Apply techniques used to construct a garment.<br>b. Tailor garment for appropriate fit.<br>c. Press garment.  |
| 5. Explore employment and career opportunities in the tailoring industry.<br>a. Research career opportunities in tailoring.<br>b. Using technology, present career information to class.   |

## STANDARDS

### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

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*Related Academic Standards*


---

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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*21st Century Skills*


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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**SUGGESTED REFERENCES**


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Books

Boswell, S. (1993). *Menswear: Suiting the customer*. Upper Saddle River: Prentice Hall. ISBN: 0135714230

**Course Name:** Fashion Design

**Course Abbreviation:** CTV 1143

**Classification:** Vocational–Technical Core

**Description:** This course focuses on creating original garment design starting with the most basic and progressing towards the most complex. Emphasis is placed on the recognition of the history of fashion, basic silhouettes, lines, styles, and detail in design and garment construction. (3 sch: 1-hr lecture, 4-hr lab)

**Pre/corequisites:** Garment Construction (CTV 1114) and Alterations (CTV 1123)

| Competencies and Suggested Objectives  |
|--|
| 1. Interpret terminology used in fashion design. <ul style="list-style-type: none"><li>a. List fashion design terminology.</li><li>b. Define fashion design terminology.</li><li>c. Apply fashion design terminology.</li></ul>  |
| 2. Explore the history of fashion design. <ul style="list-style-type: none"><li>a. Using the Internet, research the history of fashion.</li><li>b. Discuss the different periods of fashion design.</li><li>c. Compare fashion trends.</li></ul>   |
| 3. Discuss basic silhouettes, lines, styles, and details in garments. <ul style="list-style-type: none"><li>a. Describe basic silhouettes.</li><li>b. Identify vertical, horizontal, and diagonal lines.</li><li>c. Discuss how lines affect the appearance of the figure type.</li><li>d. Compare and contrast different styles.</li><li>e. Identify fashion details.</li></ul> |
| 4. Develop techniques needed to produce a creative fashion design. <ul style="list-style-type: none"><li>a. Determine the details desired for a fashion project.</li><li>b. Design a pattern for the fashion project.</li><li>c. Draft a pattern using a computer software program.</li><li>d. Create the fashion project.</li></ul>   |
| 5. Explore employment and career opportunities in fashion design. <ul style="list-style-type: none"><li>a. Research career opportunities in fashion design.</li><li>b. Using technology, present career information to class.</li></ul>  |

## STANDARDS

### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.

- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

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*Related Academic Standards*

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- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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*21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**SUGGESTED REFERENCES**

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Books

- Fernandez, G. (2007). *Illustration for fashion design 12 steps to the fashion figure*. Upper Saddle River: Prentice Hall. ISBN: 0131119117
- Glazer, B. (2008). *The snap fashion sketchbook* (2nd ed.). Upper Saddle River: Prentice Hall. ISBN: 0132194236
- Rosen, S. (2004). *Patternmaking: A comprehensive reference for fashion design*. Upper Saddle River: Prentice Hall. ISBN: 0130262439
- Stegemeyer, A. (2009). *Whos' who in fashion* (5th ed.). New York: Fairchild Publications. ISBN: 1563677105
- Slotkis, S. J. (2005). *Foundations of interior design*. New York: Fairchild Publications. ISBN: 1563672863
- Tortora, P. G., & Eubank, K. (2005). *Survey of historic costume: A history of western dress* (5th ed.). New York: Fairchild Publications. ISBN: 1563673452

**Course Name:** Equipment Use and Care

**Course Abbreviation:** CTV 1213

**Classification:** Vocational–Technical Core

**Description:** Use and care of equipment in production, instructions in the use and care of all equipment basic to garment construction, safety practices, and proper storage. Emphasis is on the use of industrial sewing and computerized equipment. (3 sch: 2-hr lecture, 2-hr lab)

**Prerequisite:** None

| <b>Competencies and Suggested Objectives</b> |  |
|--|--|
| 1.   | Apply skills necessary to operate all sewing equipment. <ol style="list-style-type: none"> <li>Identify parts of the domestic and industrial sewing equipment.</li> <li>Demonstrate correct usage of domestic, industrial, and computerized sewing machines.</li> <li>Utilize troubleshooting techniques for machine irregularities.</li> <li>Perform machine control exercises.</li> <li>Use standard maintenance principles for equipment.</li> <li>Employ safety skills for all equipment.</li> </ol> |
| 2.   | Examine the employment possibilities in the clothing industry as related to equipment. <ol style="list-style-type: none"> <li>Research various positions in the clothing industry as related to equipment.</li> <li>Perform assembly line operations to construct a product.</li> </ol>  |

## STANDARDS

### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

### *Related Academic Standards*

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)

- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

#### Books

Shaeffer, C. (2001). *Sewing for the apparel industry*. Upper Saddle River: Prentice Hall. ISBN: 0321062841

Westfall, M. (2007). *Successful sewing*. Tinley Park: Goodheart-Wilcox. ISBN: 1590708253



**Course Name:** Textiles

**Course Abbreviation:** CTV 1223

**Classification:** Vocational–Technical Core

**Description:** Relationship of raw materials, construction, and finish to quality and cost of textiles. Also considered are the identification of fibers, yarns, weave, colorants (dyeing and printing), and fabrics; selection of appropriate fabrics for various uses; and wearing quality and care required for textiles. (3 sch: 2-hr lecture, 2-hr lab)

**Prerequisite:** None

| <b>Competencies and Suggested Objectives</b>                            |   |
|---|---|
| 1. Interpret terminology related to textiles.                           | <ul style="list-style-type: none"> <li>a. Recognize the types of fibers and their characteristics and properties.</li> <li>b. Explain the production process of textiles.</li> <li>c. Research the origin of natural and synthetic fibers.</li> </ul>                           |
| 2. Analyze textile care labels.   | <ul style="list-style-type: none"> <li>a. Perform computerized analysis of a garment care label to determine fiber content.</li> <li>b. Perform various textile testing activities.</li> </ul>  |
| 3. Explain fabric characteristics as related to care and wearability.   | <ul style="list-style-type: none"> <li>a. Identify the differences in natural and synthetic fibers.</li> <li>b. Compare the advantages and disadvantages of natural and synthetic fibers.</li> <li>c. Differentiate among fabric types based on knowledge of fibers.</li> </ul> |
| 4. Differentiate between yarns and weaves.                              | <ul style="list-style-type: none"> <li>a. Identify the different types and qualities of yarns.</li> <li>b. Identify types of weaves.</li> <li>c. Identify fabrics made from various weaves.</li> </ul>  |
| 5. Explore employment and career opportunities in the textile industry. | <ul style="list-style-type: none"> <li>a. Research career opportunities in the textile industry.</li> <li>b. Using technology, present career information to class.</li> </ul>  |

## STANDARDS

### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.

- 16.7 Demonstrate general operational procedures required for business profitability and career success.

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### *Related Academic Standards*

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- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

## **SUGGESTED REFERENCES**

### Books

Humphries, M. (2003). *Fabric glossary* (3rd ed.). Upper Saddle River: Prentice Hall. ISBN: 013098549X

Pizzuto, J. J., Price, A., Cohen, A. C., & Johnson, I. (2009). *Fabric science* (9th ed.). New York: Fairchild Publications. ISBN: 1563678551

Price, A., Cohen, A. C., & Johnson, I. (2009). *J.J. Pizzuto's fabric science swatch kit* (9th ed.). New York: Fairchild Publications. ISBN: 1563678578

**Course Name:** Fabric and Accessory Design

**Course Abbreviation:** CTV 1233

**Classification:** Vocational–Technical Core

**Description:** This course is a study of fabric decoration, textiles, and accessory design. Emphasis is placed on printing and dyeing techniques and garment embellishments. (3 sch: 2-hr lecture, 2-hr lab)

**Prerequisite:** None

| <b>Competencies and Suggested Objectives</b> |   |
|--|---|
| 1.   | Interpret the terminology and principles related to fabric and accessory design. <ol style="list-style-type: none"> <li>Identify terminology related to fabric and accessory design.</li> <li>Determine the elements and principles related to fabric and accessory design.</li> </ol>                                    |
| 2.   | Discuss fashion accessory trends. <ol style="list-style-type: none"> <li>Utilize the Internet to determine current trends.</li> <li>Categorize fashion accessory trends according to time periods.</li> <li>Illustrate an example of a fashion accessory.</li> </ol>  |
| 3.   | Create designs to accessorize fabric or garment. <ol style="list-style-type: none"> <li>Apply the elements and principles of design to fabric or garment.</li> <li>Create a color scheme used in fabric or garment and accessory design.</li> <li>Produce a project utilizing different decorative techniques.</li> </ol> |
| 4.   | Explore employment and career opportunities in fashion design as related to fabric and accessory design. <ol style="list-style-type: none"> <li>Research career opportunities in fabric and accessory design.</li> <li>Using technology, present career information to class.</li> </ol>                                  |

## STANDARDS

### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

### *Related Academic Standards*

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

#### Books

Blumenthal, B., & Kreider, K. (1998). *Hands on dyeing*. Loveland: Interweave Press.  
ISBN:093402636

The Editors of Creative Publishing International and the Singer Sewing Education Department.  
(2000). *Color & design on fabric: Paint, dye, stitch, print (Singer Design Series)*.  
Minnetonka: Creative Publishing International. ISBN: 086573870

Hone, M., & Griffin, H. (1998). *Introduction to batik*. Kent: Search Press Limited.  
ISBN:0855326190

Nudelman, Z. (2009). *The art of couture sewing*. New York: Fairchild Publications.  
ISBN:1563675390

Tortora, P. G., & Abbing, B. (2003). *The Fairchild encyclopedia of fashion accessories*. New York: Fairchild Publications. ISBN: 1563672839

**Course Name:** Modeling and Grooming

**Course Abbreviation:** CTV 1313

**Classification:** Vocational–Technical Core

**Description:** Basic concepts of modeling through exercise, grooming, poise, walking, facial expression, makeup, and photography (3 sch: 2-hr lecture, 2-hr lab)

**Prerequisite:** None

| <b>Competencies and Suggested Objectives</b>                             |  |
|--|--|
| 1. Interpret terminology related to modeling.                            | <ul style="list-style-type: none"> <li>a. Identify all model types and the components of each.</li> <li>b. Identify careers related to modeling.</li> </ul>  |
| 2. Determine necessary criteria for modeling.                            | <ul style="list-style-type: none"> <li>a. Practice various grooming and makeup techniques.</li> <li>b. Perform the various steps used in modeling.</li> <li>c. Create computerized analysis of modeling wardrobe.</li> </ul> |
| 3. Integrate skills to conduct a fashion show.                           | <ul style="list-style-type: none"> <li>a. Compile a portfolio consisting of resumé and photographs.</li> <li>b. Conduct a fashion show.</li> <li>c. List a model's responsibilities.</li> </ul>                              |
| 4. Explore employment and career opportunities in modeling and grooming. | <ul style="list-style-type: none"> <li>a. Research career opportunities in modeling and grooming.</li> <li>b. Using technology, present career information to class.</li> </ul>  |

## STANDARDS

### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

### *Related Academic Standards*

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)

- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

#### Books

- Balhorn, L. A., Madry, B. R., & Asbury, J. (1990). *Professional model's handbook: A comprehensive guide to modeling and related fields*. Florence: Milady. ISBN: 0873503767
- Everett, J. C., & Swanson, K. K. (2004). *Guide to producing a fashion show* (2nd ed.). New York: Fairchild Publications. ISBN: 1563672537



**Course Name:** Home Furnishings

**Course Abbreviation:** CTV 1414

**Classification:** Vocational–Technical Core

**Description:** Principles and elements of design related to the selection and arrangement of furniture; use of fabrics, accessories, and wall and window treatments; and other facets of interior designs. Drapery making and construction of home furnishing goods are also included. (4 sch: 2-hr lecture, 4-hr lab)

**Prerequisite:** Garment Construction (CTV 1114)

| <b>Competencies and Suggested Objectives</b>                             |  |
|--|--|
| 1. Select appropriate elements and principles of home furnishing design. | <ul style="list-style-type: none"> <li>a. Recognize ways in which elements and principles of design may be applied to furniture arrangement.</li> <li>b. Select accessories appropriate for decorating.</li> <li>c. Practice safety precautions when arranging furniture.</li> <li>d. Utilize the tools and equipment used in interior design.</li> </ul>            |
| 2. Identify various types of windows and their function.                 | <ul style="list-style-type: none"> <li>a. Identify the parts of the window.</li> <li>b. Describe the procedure for measuring windows.</li> </ul>   |
| 3. Plan a window treatment for a specific window.                        | <ul style="list-style-type: none"> <li>a. Calculate the amount of fabric needed for a specific window.</li> <li>b. Select appropriate fabric for various window treatments.</li> <li>c. Select hardware to be used to install various types of window treatments.</li> <li>d. Construct a window treatment for a specific window.</li> </ul>                         |
| 4. Demonstrate techniques used in various home furnishing projects.      | <ul style="list-style-type: none"> <li>a. Calculate the amount of fabric needed for various home furnishing projects such as bedroom furnishings and upholstery.</li> <li>b. Select appropriate fabrics for various home furnishing projects.</li> <li>c. Construct various home furnishing projects.</li> <li>d. Select decorating treatments for walls.</li> </ul> |
| 5. Explore employment and career opportunities in home furnishings.      | <ul style="list-style-type: none"> <li>a. Research career opportunities in the field of home furnishings.</li> <li>b. Using technology, present career information to class.</li> </ul>  |

## STANDARDS

### *National Standards for Family and Consumer Sciences – Textiles and Apparel*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.

- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

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*Related Academic Standards*

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- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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*21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**SUGGESTED REFERENCES**

---

Books

Kicklighter, C. E., & Kicklighter, J. C. (2005). *Residential housing and interiors*. Tinley Park: Goodheart-Wilcox. ISBN: 1590703049

Kicklighter, C. E., & Kicklighter, J. C. (2005). *Residential housing and interiors student workbook*. Tinley Park: Goodheart-Wilcox. ISBN: 1590703057

Slotkis, S. J. (2006). *Foundations of interior design*. New York: Fairchild Publications. ISBN: 1563672863

**Course Name:** Special Problems in Clothing and Textiles Services

**Course Abbreviation:** CAT 291(1-3)

**Classification:** Vocational–Technical Elective

**Description:** A course designed to provide the student with practical application of skills and knowledge gained in other vocational–technical courses. The instructor works closely with the student to insure that the selection of a project will enhance the student’s learning experience. (1–3 sch: 2–6-hr lab)

**Prerequisite:** Consent of instructor

| Competencies and Suggested Objectives   |
|---|
| 1. Prepare a written agreement. <ul style="list-style-type: none"><li>a. Compile a written training agreement in cooperation with the instructor and student that details work schedule and specific tasks/skills to be mastered in the program.</li><li>b. Obtain approval by signature of the dean.</li></ul> |
| 2. Prepare a written report of activities. <ul style="list-style-type: none"><li>a. Compile a daily log of activities and tasks.</li><li>b. Submit weekly reports to the instructor summarizing activities and tasks completed.</li><li>c. Submit a final report of activities and experiences.</li></ul>       |
| 3. Follow written guidelines for the special problem. <ul style="list-style-type: none"><li>a. Complete all required activities in the training agreement.</li><li>b. Adhere to all written and oral instructions for the special problem.</li></ul>  |

## STANDARDS

### *National Standards Graphic Design*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

- Cole, J. C., & Czachor, S. (2008). *Professional sewing techniques for designers*. New York: Fairchild Publications. ISBN: 1563675161
- Cole, J. C., & Czachor, S. (2009). *Sample workbook to accompany professional sewing techniques for designers*. New York: Fairchild Publications. ISBN: 1563676141

Westfall, M. (2007). *Successful sewing*. Tinley Park: Goodheart-Wilcox. ISBN: 1590708253

**Course Name:** Supervised Work Experience in Clothing and Textiles Services

**Course Abbreviation:** CAT 292(1-6)

**Classification:** Vocational–Technical Elective

**Description:** A course that is a cooperative program between industry and education and is designed to integrate the student’s technical studies with industrial experience. Variable credit is awarded on the basis of one semester hour per 45 industrial contact hours. (1–6 sch: 3–18-hr externship)

**Prerequisite:** Garment Construction (CTV 1114), Tailoring (CTV 1134), Alterations (CTV 1123), Equipment Use and Care (CTV 1213), Textiles (CTV 1223), and Home Furnishings (CTV 1413)

| Competencies and Suggested Objectives   |
|---|
| 1. Apply technical skills needed to be a viable member of the workforce.<br>a. Prepare a description of technical skills to be developed in the supervised work experience.<br>b. Develop technical skills needed to be a viable member of the workforce.   |
| 2. Practice skills developed in other program area courses.<br>a. Apply human relationship skills.<br>b. Use proactive human relationship skills in the supervised work experience.<br>c. Practice positive work habits.<br>d. Demonstrate workplace responsibilities.  |
| 3. Develop a set of written guidelines for the supervised work experience.<br>a. Write the guidelines and occupational objectives.<br>b. Obtain appropriate approvals.  |
| 4. Complete written occupational objectives.<br>a. Demonstrate written occupational objectives in the supervised work experience.<br>b. Prepare daily written assessment of accomplishment of objectives.<br>c. Present weekly written reports to the instructor in activities performed and objectives accomplished. |
| 5. Assess accomplishment of objectives.<br>a. Evaluate effectiveness of objectives.<br>b. Present weekly written reports indicating activities performed and objectives accomplished.   |

## STANDARDS

### *National Standards Graphic Design*

- 16.1 Analyze career paths within textile apparel and design industries.
- 16.2 Evaluate fiber and textile products and materials.
- 16.3 Demonstrate fashion, apparel, and textile design skills.

- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

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### *Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *21st Century Skills*

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- CS1 Global Awareness



- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

## SUGGESTED REFERENCES

### Books

Littrell, J., Lorenz, J., & Smith, H. T. (2006). *From school to work*. Tinley Park: Goodheart Wilcox. ISBN: 1590705599

Mariotti, S., & Glackin, C. (2009). *Entrepreneurship: Starting and operating a small business* (2nd ed.). Upper Saddle River: Prentice Hall. ISBN: 0132366002

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### Related Vocational-Technical Courses

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**Course Name:** Work-Based Learning I, II, III, IV, V, and VI

**Course Abbreviation:** WBL 191(1-3), WBL 192(1-3), WBL 193(1-3), WBL 291(1-3), WBL 292(1-3), WBL 293(1-3)

**Classification:** Free Elective

**Description:** A structured worksite learning experience in which the student, program area teacher, work-based learning coordinator, and worksite supervisor/mentor develop and implement an educational training agreement. Designed to integrate the student's academic and technical skills into a work environment. Includes regular meetings and seminars with school personnel for supplemental instruction and progress reviews. (1–3 sch: 3–9-hr externship)

**Pre/corequisite:** Concurrent enrollment in vocational–technical program area courses

| Competencies and Suggested Objectives  |
|--|
| <ol style="list-style-type: none"><li>1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce.<ol style="list-style-type: none"><li>a. Apply technical skills needed to be a viable member of the workforce.</li><li>b. Apply skills developed in other related courses in a work-based setting.</li><li>c. Perform tasks detailed in an educational training agreement at the work setting.</li></ol></li><li>2. Apply general workplace skills to include positive work habits and responsibilities necessary for successful employment.<ol style="list-style-type: none"><li>a. Demonstrate proactive human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer/client service.</li><li>b. Demonstrate time, materials, and resource management skills.</li><li>c. Demonstrate critical-thinking skills such as problem solving, decision making, and reasoning.</li><li>d. Demonstrate acquiring, evaluating, organizing, maintaining, interpreting, and communicating information.</li><li>e. Demonstrate positive work habits and acceptance of responsibilities necessary for successful employment.</li></ol></li></ol> |

## Recommended Tools and Equipment

### CAPITALIZED ITEMS

1. Domestic sewing machines with cabinets and stools (25)
2. Computerized sewing machine (10)
3. Domestic sergers, 4 or 5 spool model with cabinet and stools (5)
4. Industrial lockstitch with walking stitch foot attachment and folder (4)
5. Industrial sergers (4)
6. Blind stitch machine (4)
7. Chain stitch machine (1)
8. Cylinder bed lockstitch (1)
9. Domestic computerized embroidering machine with extra computer memory cards (1)
10. Button tack machine (1)
11. Personal computers (4)
12. Printers with switch boxes (2)
13. Washer (6)
14. Dryer (1)
15. Cutting tables (2)
16. Full length mirrored cabinet (1)
17. Microscope (1)
18. Television (3)
19. VCR/DVD recorder (2)
20. Video camcorder (1)

### Non-Capitalized Equipment

1. Industrial scissor sharpener (1)
2. Steam irons (4)
3. Ironing boards (4)
4. Table press (1)
5. Electric rotary cutters (1)
6. Manual rotary cutters (2)
7. Rotary cutter mats (5)
8. Air tank (1)
9. 6-in. hem gauges (25)
10. Metal hem gauges (2)
11. Skirt markers (6)
12. T-squares (6)
13. Dressmaker rulers - transparent rulers (6)
14. Tape measure (25)
15. French curve ruler (10)
16. Tracing wheels (15)
17. Hand sewing needles (100)
18. Domestic sewing machine needles (variety of sizes) (100)
19. Industrial sewing needles for machines listed (200)

20. Wrist pin cushions (15)
21. Grabbits for pins (10)
22. Leather needle for domestic sewing machine (20)
23. Twin needles for domestic sewing machine (5)
24. Shears (6- or 8-in. best handle) (15)
25. Pinking shears (4)
26. Scissors (embroidery type) (15)
27. Applique scissors (5)
28. Craft scissors (5)
29. Snips (10)
30. Buttonhole scissors (3)
31. Buttonhole cutter (5)
32. Seam rippers (30)
33. Weights for pattern (6 sets)
34. Point presser and pounding block (4)
35. Tailor's board (3)
37. Point presser (4)
38. Sleeve boards and 2 extra covers (6)
39. Seam roll (1)
40. Needle board (3)
41. Press cloths (10)
42. Press mitts (2)
43. Screwdrivers (Phillips and flat various sizes) (2 sets)
44. Wrenches (Allen wrench and wire) (1 set)
45. Tweezers (10)
46. Iron cleaner (10 tubes)
47. Thimbles (5)
48. Bodkins (5)
49. Buttonhole and button gauge (1)
50. Bias tape maker (variety of sizes) (1 set)
51. Lint tape (5)
52. Bamboo point turners (3)
53. Metal point turner (1)
54. Loop turners (2)
55. Metal pocket forms (2 set)
56. Dress forms (variety of sizes) (2 males, 3 females) (5)
57. First aid kit (1)
58. Machine lint brushes (15)
59. Tote trays and cabinet for storage (50)
60. Rack for hanging garments (1)
61. Tape recorder (1)
62. Garment bags (1)
63. Traveling garment bags (20)

## Assessment

### Blueprint

This program is assessed using the MS-CPAS. The following blueprint summary contains the competencies that are measured when assessing this program. Competencies are grouped into clusters, and a weight is given to each cluster to determine the number of items needed from each cluster. The numbers of C1s and C2s (item difficulty levels) are also indicated on the blueprint.

Visit <http://info.rcu.msstate.edu/services/curriculum.asp> to download the curriculum blueprint for this program.

## Baseline Competencies

The following competencies and suggested objectives are taken from the publication Mississippi Curriculum Framework for Allied Health. These competencies and objectives represent the baseline that was used to develop the community/junior college Gerontology Technology courses. Students enrolled in postsecondary courses should either (1) have documented mastery of these competencies or (2) be provided with these competencies before studying the advanced competencies in the Gerontology Technology program.

Baseline competencies may be integrated into existing courses in the curriculum or taught as special “Introduction” courses. The “Introduction” courses may be taught for up to six semester hours of institutional credit and may be divided into two courses. If the Baseline Competencies are to be taught as “Introduction” courses, each course should be at least 3 credit hours. The following course number(s) and description should be used:

**Course Name(s):** Introduction to Gerontology Technology, Introduction to Gerontology Technology I, or Introduction to Gerontology Technology II

**Course Abbreviation(s):** GER 100(3-6), GER 1013, GER 1023

**Classification:** Vocational–Technical Core

**Description:** These courses contain the baseline competencies and suggested objectives from the high school curriculum that directly relate to the community college program. The courses are designed for students entering the community college who have had no previous training or documented experience in the field. (3–6 semester hours based upon existing skills for each student may be divided into 2 courses for a maximum total of 6 hours of institutional credit.)

### Competencies and Suggested Objectives

1. Review material related to course and professional organizations.
  - a. Identify student and course expectations.
  - b. Identify allied health professional student organizations and their roles in individual career development.
  - c. Compare the time line of medical history.
2. Recognize safety procedures and policies.
  - a. Describe basic safety procedures.
  - b. Describe accident prevention methods and disaster plans of the local school district.
  - c. Discuss a safe and clean environment.
  - d. Follow state and facility guidelines, including dress requirements for clinical-type experiences.

## Appendix A:<sup>1</sup>

### NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEXTILES AND APPAREL

- 16.1 Analyze career paths within textile apparel and design industries.
  - 16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.
  - 16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
  - 16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.
  - 16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.
  - 16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.
  - 16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.
- 16.2 Evaluate fiber and textile products and materials.
  - 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.
  - 16.2.2 Evaluate performance characteristics of textile fiber and fabrics.
  - 16.2.3 Summarize textile legislation, standards, and labeling in the global economy.
  - 16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
  - 16.2.5 Apply appropriate procedures for care of textile products.
- 16.3 Demonstrate fashion, apparel, and textile design skills.
  - 16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
  - 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
  - 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
  - 16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.
  - 16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
  - 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.

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<sup>1</sup> National Association of State Administrators of Family and Consumer Sciences (2008). *National Standards for family and consumer sciences: Textiles, fashion, and apparel*. Retrieved from [http://www.doe.in.gov/octe/facs/sc\\_textiles.html](http://www.doe.in.gov/octe/facs/sc_textiles.html)

- 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
  - 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.
  - 16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.
  - 16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.
  - 16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.
  - 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.
- 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
  - 16.5.1 Apply marketing strategies for textile, apparel, and fashion products.
  - 16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.
  - 16.5.3 Analyze ethical considerations for merchandising apparel and textile products.
  - 16.5.4 Apply external factors that influence merchandising.
  - 16.5.5 Critique varied methods for promoting apparel and textile products.
  - 16.5.6 Apply research methods, including forecasting techniques, for marketing apparel and textile products.
- 16.6 Evaluate the components of customer service.
  - 16.6.1 Analyze factors that contribute to quality customer relations.
  - 16.6.2 Analyze the influences of cultural diversity as a factor in customer relations.
  - 16.6.3 Demonstrate the skills necessary for quality customer service.
  - 16.6.4 Create solutions to address customer concerns.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.
  - 16.7.1 Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.
  - 16.7.2 Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.
  - 16.7.3 Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.
  - 16.7.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
  - 16.7.5 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
  - 16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.



## Appendix B: Related Academic Standards<sup>2</sup>

### Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare–contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

### Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

### Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

### Language

- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

### Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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<sup>2</sup> CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, forms 7 and 8*. Monterey, CA: Author.  
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## Appendix C: 21st Century Skills<sup>3</sup>

### CS1 Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

### CS2 Financial, Economic, and Business Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
- Integrating oneself within and adapting continually to our nation's evolving economic and business environment

### CS3 Civic Literacy

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21st century skills to make intelligent choices as a citizen

### CS4 Information and Communication Skills

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

### CS5 Thinking and Problem-Solving Skills

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives

### CS6 Interpersonal and Self-Directional Skills

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another
- Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

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<sup>3</sup> *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

- Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts